

**GENERAL DESCRIPTION OF THE
SCHOOLWIDE PROGRAM
As authorized under ESEA, Title I**

Date: _____
Status: ___New ___Revised

School Building Name: _____

Principal: _____ Phone: (406) _____
FAX: _____ Email: _____

School District Name: _____
Address: _____

This program plan has been reviewed and approved by the district Board of Trustees at their meeting of _____.

Printed/Typed Name of Authorized Representative

Signature of Authorized Representative

Date: _____

The ESEA Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of high-poverty schools. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services. In describing the schoolwide program, the Schoolwide Planning Team, with the support and approval of the district has addressed the required eight components.

Check the funding sources that will be combined in this schoolwide program plan.

___ Title I	___ IDEA, Part B	___ General Fund
___ Title II	___ School To Work	___ Other, _____
___ Title III	___ Carl Perkins	___ Other, _____
___ Title IV	___ Goals 2000	___ Other, _____
___ Title VI		

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ESSENTIAL COMPONENTS OF SCHOOLWIDE PROGRAMS

The 1996 reauthorization of the Elementary and Secondary Education Act embraced a new approach that seeks every opportunity to focus Title I, Part A dollars, as well as other Federal and non-Federal funds and resources, on leveraging overall improvements of teaching and learning in schools with the highest levels of poverty. It is acknowledged that some current schoolwide programs are not undertaking the kinds of fundamental instructional reforms necessary to improve teaching and learning. **Section 1114(b)(1)** of Title I responds to these findings by requiring all schoolwide programs to include certain components that research suggests are essential to any high-functioning school.

Under Section 1114(b)(1) of Title I, a schoolwide program must include the following 8 components:

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State content and student performance standards.
2. **Schoolwide reform strategies** that--
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.
 - Are based on effective means of improving children's achievement.
 - Use effective instructional strategies that--
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations, including girls and women.
 - Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, **and** address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and the incorporation of gender equitable methods and practices.
 - Are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.
3. Instruction by **highly qualified professional staff**.
4. **Professional development** for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards. (In accordance with sections 1114(a)(5) and 1119 of Title I)

5. Strategies to increase **parental involvement**, such as family literacy services.
6. Strategies for assisting preschool children in the **transition from early childhood programs**, such as Head Start and Even Start, to local elementary school programs.
7. Steps to **include teachers in the decisions** regarding the use of assessments.
8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**. The assistance must include:
 - Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - To the extent the school determines it to be feasible using Title I, Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.
 - For any student who has not met the standards, teacher-parent conferences.

SECTION I. SCHOOLWIDE PROGRAM PLANNING TEAM

Part A. List the names of people involved in developing this plan. (In addition to Title I personnel, each of the following groups should have at least one representative: Parents, Teachers, Administrators, Pupil Services Personnel, High School Students, if plan is for secondary school)

Schoolwide Program Planning Team

Name of Member	Representing
<i>(use as much space as necessary to fully respond to item)</i>	

Part B. List dates of team meetings and activities held to develop this plan as well as any proposed meeting dates and activities.
(use as much space as necessary to fully respond to item)

Part C. Describe how the team will communicate with the school and community.

(use as much space as necessary to fully respond to item)

SECTION II. EIGHT REQUIRED COMPONENTS

Component 1. Comprehensive Needs Assessment

Describe the following in this section:

How a comprehensive needs assessment was conducted.

What data were collected.

Analysis of the data (discuss the strengths and weaknesses revealed).

(use as much space as necessary to fully respond to item)

Component 2. Schoolwide Reform Strategies

Based on the results of the comprehensive needs assessment, describe the overall goals of the schoolwide program and the instructional strategies that will be employed to meet the needs of ALL students and assure that educationally disadvantaged students are served effectively in the schoolwide program.

(use as much space as necessary to fully respond to item)

Component 3. Highly Qualified Professional Staff

Every consideration has been given for providing instruction by the most highly qualified staff for students who are most at risk of failing to meet State standards. ____yes ____no

The school complies with the Title I statutory requirement that teacher aides or assistants have at least a high school diploma or its equivalent (exception may be made in the case of LEP needs). ____ yes ____ no

Component 4. Professional Development

Describe the professional development activities planned that the school will utilize to support the schoolwide program goals and instructional strategies (indicate, as appropriate, coordination with other professional development opportunities, i.e., Title II, Goals 2000).

(use as much space as necessary to fully respond to item)

Component 5. Parent Involvement

Describe the strategies that will be utilized to increase parent involvement. Address each of the following:

-How parents (including representatives of any parent committees) will be involved in the design, implementation and evaluation of the schoolwide program.

-How the school will build parental capacity to be involved.

-How parent activities will be monitored and evaluated.

-Linkages to other family service programs.

(use as much space as necessary to fully respond to item)

-Are Title IX (Indian Education) funds to be included in this schoolwide program ____yes ____no.

-Has the Title IX Parent Committee approved the use of these funds ____yes ____no.

Component 6. Early Childhood Program Transition (If applicable)

Describe strategies that the school will utilize to assist preschool children in the transition to the local elementary school program.

(use as much space as necessary to fully respond to item)

Component 7. Student Assessment

Describe how teachers will be included in decisions regarding the use of assessments. Outline any plans for the development of alternative assessments to be used in the school.

(use as much space as necessary to fully respond to item)

Component 8. Additional Student Assistance

Describe activities that will be utilized to ensure that students who experience difficulty mastering any of the State's standards will be provided with effective and timely additional assistance.

(use as much space as necessary to fully respond to item)

SECTION III. ACCOUNTABILITY

Part A. Describe the procedures for measuring and reporting annual aggregated student progress. (At a minimum, the description must mention the current statewide assessment of achievement levels for grades 4, 8, and 11).

(use as much space as necessary to fully respond to item)

Part B. Explain how the school will provide individual assessment results to parents.

(use as much space as necessary to fully respond to item)

SECTION IV. ONGOING PROGRAM DEVELOPMENT

Part A. Describe provisions for ongoing consultation among the individuals on the building level planning team (listed in Section I) concerning the educational progress of all students in the school.

(use as much space as necessary to fully respond to item)

Part B. How will the team monitor the progress and the plan and make recommendations for possible revisions to the plan?

(use as much space as necessary to fully respond to item)

SECTION V. FISCAL REQUIREMENTS

Part A. List the applicable **state and federal sources and amount of funding** that will contribute to the implementation of the Schoolwide Program (i.e., **General Fund, Title I-Helping Disadvantaged Children Meet High Standards, Title II-Dwight D. Eisenhower Professional Development Program, Title III-Technology for Education, Title IV-Safe and Drug-Free Schools and Communities, Title VI-Innovative Education Program, IDEA, Part B, Goals 2000, School to Work**, etc.).

Source of Funds

Amount of Funds

(use as much space as necessary to fully respond to item)

Part B. Describe how Title I funds and the funds from other sources will be used to implement the schoolwide program. Include the following major categories: salaries and benefits; instructional materials; parent involvement; professional development; and technology.

(use as much space as necessary to fully respond to item)

Part C. Briefly describe district services which are provided to children with disabilities and children with limited English proficiency. Describe how the school will use funds to supplement services that are required by law for children with disabilities and children with limited English proficiency.

(use as much space as necessary to fully respond to item)

SECTION VI. COORDINATION

Part A. Describe how the schoolwide program is coordinated with other district/community programs and agencies.

(use as much space as necessary to fully respond to item)

SECTION VII. TECHNICAL ASSISTANCE

Part A. List the names of technical assistance providers, including Distinguished Educators, who have contributed to the development and/or periodic review of this schoolwide plan. Include meeting dates and topics.

(use as much space as necessary to fully respond to item)

Technical Assistance Provider	Date	Topic of Assistance
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